

Notice to Parents with Students Enrolled in School Districts Identified for Improvement during 2005-2006 School Year

The school districts listed below have been identified for improvement during the 2005-2006 school year because they have not made adequate yearly progress (AYP) for two consecutive years under the *No Child Left Behind Act of 2001*.

Note: Public school academies with a single building code that have been identified for improvement are not included on the list because the U.S. Department of Education has determined that they must follow the requirements for schools, not school districts. Parents can check to see whether or not an academy is identified for improvement by viewing that academy's report card at <https://oeaa.state.mi.us/ayp/>. The requirements for schools that are identified for improvement are described at http://mi.gov/mde/0,1607,7-140-22709_22875-85932--,00.html.

How Does a School District become Identified for Improvement?

In order for a district to make AYP, the district must meet the following standards for at least two of its grade spans (elementary, middle and high school):

- At least 95% of the students enrolled in the grade levels tested must participate in the state assessments (MEAP and MI-ACCESS).

- The English language arts and mathematics scores on the state assessments must meet specific achievement targets or show adequate improvement from one year to the next.

- Attendance rates at the elementary and middle school levels must be at least 85%.

- The graduation rate for the district's high schools must be at least 80%.

These standards must be reached for all students in the district and for each identified group of students that has at least 30 students in the group. The identified groups required by the *No Child Left Behind Act* are:

Major Racial/Ethnic Groups

- Black or African American

- American Indian or Alaska Native

- Asian American, Native

- Hawaiian or other Pacific Islander

- Hispanic or Latino

- White

- Multiracial

- Students with Disabilities

- Limited English Proficient Students

- Economically Disadvantaged Students (Students Eligible for Free or Reduced Price Meals)

What Happens when a School District is Identified for Improvement?

School districts that are identified for improvement are required to develop or revise a district improvement plan in consultation with parents, school staff and other stakeholders no later than three months after the identification. This plan must address the problems that caused the district to be identified and must contain the following components:

A description of how the district will address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students;
Specific measurable achievement goals and targets for each of the student groups whose results are included in the determination of AYP;
Strategies grounded in scientifically based research that will strengthen instruction in the core academic subjects;
Student learning activities before school, after school, during the summer, and during any extension of the school year, as appropriate;
High quality professional development for instructional staff that focuses primarily on improved instruction;
Strategies to promote effective parental involvement in the district's schools;
A determination of why the district's previous plan did not bring about increased student academic achievement;
A description of the district's fiscal responsibilities regarding supplement/not supplant and comparability; and
A description of any technical assistance that the Michigan Department of Education will provide.

Michigan Department of Education consultants are working with each of the identified districts to help them develop improvement plans that meet the above requirements. Parents can help their districts by volunteering to serve on the planning groups, offering their ideas about how to solve the district's participation and/or achievement problems, and volunteering to help carry out the improvement plans once they have been developed. Interested parents should contact their districts for more specific information about how they can be involved.

School Districts Identified for Improvement in 2005-06

Beecher Community School District

Did not meet the mathematics achievement target or show adequate improvement for economically disadvantaged students at the middle school level.
Did not meet the 95% participation requirement for all students at the high school level.
Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.

Benton Harbor Area Schools

Did not meet the 95% participation requirement for students with disabilities at the middle school level.
Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.
Did not meet the 80% graduation requirement at the high school level.

Buena Vista School District

Did not meet the 85% attendance requirement at the elementary or middle school level.
Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.

Clintondale Community Schools

Did not meet the 95% participation requirement for students with disabilities or economically disadvantaged students at the elementary level.

Did not meet the 95% participation requirement for all students at the high school level.

Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.

Detroit City School District

Did not meet the 95% participation requirement for students with disabilities at the elementary or middle school level.

Did not meet the mathematics achievement target or show adequate improvement for students with disabilities at the middle school level.

Did not meet the English language arts achievement target or show adequate improvement for students with disabilities at the high school level.

Did not meet the mathematics achievement target or show adequate improvement for Hispanic, white, limited English proficient students, or students with disabilities at the high school level.

Did not meet the 80% graduation requirement at the high school level.

Highland Park City Schools

Did not meet the 95% participation requirement for students with disabilities at the middle school level.

Did not meet the 95% participation requirement for all students at the high school level.

Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.

Did not meet the 80% graduation requirement at the high school level.

Monroe Public Schools

Did not meet the mathematics achievement target or show adequate improvement for students with disabilities at the middle school level.

Did not meet the 95% participation requirement for economically disadvantaged students at the high school level.

Did not meet the mathematics achievement target or show adequate improvement for economically disadvantaged students at the high school level.

Monroe Public Schools

Did not meet the mathematics achievement target or show adequate improvement for students with disabilities at the middle school level.

Did not meet the 95% participation requirement for economically disadvantaged students at the high school level.

Did not meet the mathematics achievement target or show adequate improvement for economically disadvantaged students at the high school level.

Muskegon Heights School District

Did not meet the 95% participation requirement for students with disabilities at the elementary school level.

Did not meet the 95% participation requirement for all students at the middle school or high school level.

Did not meet the mathematics achievement target or show adequate improvement for all students at the high school level.

School District of Ypsilanti

Did not meet the 95% participation requirement for white students at the elementary or middle school level.

Did not meet the mathematics achievement target or show adequate improvement for economically disadvantaged students at the high school level.

Taylor School District

Did not meet the 95% participation requirement for students with disabilities at the middle school level.

Did not meet the 95% participation requirement for economically disadvantaged students at the high school level.